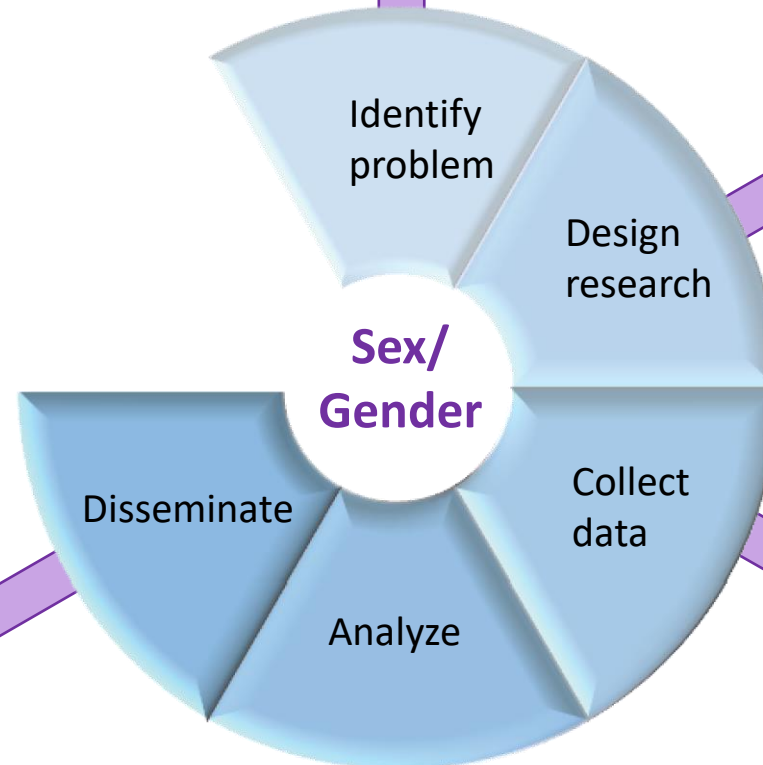


Adapted from **European Commission**, Directorate-General for Research and Innovation, Gendered innovations – How inclusive analysis contributes to research and innovation, Publications Office, 2020, <https://data.europa.eu/doi/10.2777/619077>

- What is known/unknown? Conduct a literature review to identify how sex and gender may be of relevance to your study
 - Which sex-related factors?
 - Which [gender-related factors](#)?
- Are there [intersections with other factors](#) (age, class, race, sexual orientation, etc.)?



- Is sex/[gender a direct explanatory variable or does it act as a potential modulator? A confounder?](#)
- Are underlying assumptions explicit, for example using a causal diagram ?
- In experimental studies, consider factorial designs to reduce the sample size required for sex-based comparisons (Buch et al. 2017; Miller et al. 2019)
- How are [sex/gender intersections conceptualised](#)?
- Inspect your [analytical concepts, categories, and theoretical models](#) for misguided or stereotypical assumptions

- How are sex/gender/intersections operationalised?
- What sample composition and size is needed?
- What recruitment strategy is needed to ensure participation of targeted groups?
- In questionnaire, use [the two-step approach to collect data on gender identity and birth sex](#)

- Apply the [Sex and Gender Equity in Research \(SAGER\) publication guidelines](#)
- Report the sex/gender of subjects, even in single-sex studies
- Report how information on sex/gender was obtained
- Disaggregate reported results by sex/gender
- Avoid overemphasising sex/gender differences, and comment also similarities

- Stratify by sex/gender
- Examine sex/gender differences but also similarities
 - Examine similarities *between* groups (i.e. men, women, and gender-diverse individuals) and variations *within* groups
- Analyze how observed sex/gender variations may vary by factors such as age, race, class